

## **Proficiency Probabilities for Bayley Short Form-Research Edition (BSF-R) Subscales**

**Descriptions of the proficiency level probabilities for the 10 proficiency level subscales of the Bayley Short Form-Research Edition (BSF-R) mental and motor scales at 9 months and 2 years: 2001–02 and 2003–04**

### **Mental Scale Proficiency Probabilities**

Level A. Explores Objects. This proficiency can be characterized as the ability to explore objects, for example, reaching for and holding objects, manipulating objects like a cup or a string, and banging objects in play. The child may have no specific purpose or goal except to play or discover.

Level B. Explores Purposefully. This proficiency refers to children's purposeful exploration of objects, that is the child now touches and works with the objects for a reason. For example, the child may explore a bell to understand the source of the sound, engage in means-end behavior such as pulling a string to obtain an object, hold multiple blocks at one time to gather them together, or look at the pictures in a book.

Level C. Jabbers Expressively. This proficiency assesses communication through diverse nonverbal sounds and gestures, for example, vowel and vowel-consonant sounds, gesturing for an object, and jabbering expressively (e.g., jabbering with inflection and change in tone of voice).

Level D. Early Problem Solving. This proficiency can be characterized as engaging in early problem solving types of reasoning, for example, using a tool to retrieve an out-of-reach toy, locating a hidden toy, or using a pencil to make marks on paper.

Level E. Names Object. This proficiency measures a series of early communication skills, such as saying simple words like "mama," or "dada," knowing an object by its name (e.g., pointing to his or her foot when asked), and saying the name of an object (e.g., seeing something such as a toy car and saying the word "car").

Level F. Receptive Vocabulary. This proficiency can be characterized as the ability to recognize and understand spoken words or to indicate a named object by pointing. For example, when asked to point to a picture of a "shoe," the child points to the correct picture.

Level G. Expressive Vocabulary. This proficiency refers to children's verbal expressiveness using gestures, words, and sentences. For example, the child may name objects, name pictures of objects, use possessive pronouns (e.g., "mine," "my," "yours"), or combine two or more words when talking (e.g., "more milk").

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Level H. Listening/Comprehension. This proficiency refers to children's ability to understand actions depicted by a story, in pictures, or by verbal instruction. For example, the child attends to a story when read to and displays verbal comprehension of the story (e.g., within the story, child can point to the corresponding picture when asked); the child understands the use of prepositions (e.g., when asked to put a stuffed animal on top of a blanket, the child does as asked and understands "on top of"); the child spontaneously generates words to describe a picture (e.g., "doggie sleep" in reference to a picture of a dog asleep.)

Level I. Matching/Discrimination. This proficiency measures children's ability to match objects by their properties (e.g., color) or differentiate one object from another or one object from a group of objects (e.g., the child is shown a picture of a dog and is able to discriminate the same picture of the dog from a choice of several pictures).

Level J. Early Counting/Quantitative. This proficiency can be characterized as children's knowledge of counting words (e.g., names of numbers), ordinality (e.g., stable number order, assigns the correct number to objects, while counting the objects), and understanding of simple quantities (compares masses, understands a concept such as "more").

**Motor Scale Proficiency Probabilities**

Level A. Eye-Hand Coordination. This proficiency refers to children's ability to use visual tracking to guide hand movements to pick up a small object. This is a fine motor skill.

Level B. Sitting. This proficiency reflects children's ability to maintain control of the muscles used in sitting with and without support.

Level C. Pre-Walking. This proficiency measures children's ability to engage in various pre-walking types of mobility, with and without support, such as shifting weight from one foot to another, making alternating stepping movements, or waking when holding onto furniture.

Level D. Stands Alone. This proficiency measures children's ability to walk with help and to stand independently.

Level E. Skillful Walking. This proficiency refers to children's ability to walk independently. In addition to taking forward steps, they can also take sideways and backward steps without assistance.

Level F. Balance. This proficiency refers to children's ability to maintain balance when changing position, for example, when squatting, shifting weight from side to side while standing, or standing on one foot.

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Level G. Fine Motor Control. This proficiency measures children's fine motor control while using their hands, such as using their fingertips for grasping when holding a pencil or holding a piece of paper in place while scribbling.

Level H. Uses Stairs. This proficiency refers to children's ability to walk up or down stairs, with and without help, and with and without alternating feet (e.g., walks up stairs alone, placing both feet on each step).

Level I. Alternating Balance. This proficiency refers to children's ability to maintain balance when changing position, for example when swinging a leg to kick a ball, or when in motion, such as jumping, hopping, and tiptoeing.

Level J. Motor Planning. This proficiency refers to children's ability to anticipate, regulate, and execute motor movements. For example, after watching someone draw a circle, the child attempts to draw a circle as well, or after watching someone button a button, the child buttons one button as well.